

LEADERSHIP MANAGEMENT A

Levels: Grades 10-12
Units of Credit: 0.50
CIP Code: 08.0211
Core Code:
Prerequisites: None (Recommended for student leaders)
Skill Test:

COURSE DESCRIPTION

Recommended for students who are elected student body or class officers, organization or club presidents/officers, or are considering running for one of these offices. Student leaders have great ambitions and enthusiasm for the school and student body—but this, alone, does not create success. This class teaches how to be an “effective” leader. Concepts of goal-setting, motivation, time management, and much more are discussed. Classmates are involved in school organizations, and projects focus on fulfilling needs within students’ organization or the school. *Students may be eligible to receive three (3) credits of concurrent enrollment at a local college if completes both Semester A and B courses.*

CORE STANDARDS, OBJECTIVES AND INDICATORS

STANDARD 1

Students will understand the concepts of leadership and the supervisory role.

Objective 1: Understand the nature and scope of a leader/supervisor’s job.

- a. Define the term supervisor.
- b. Compare the differences between supervisors, middle managers, and top management and relate them to the school organizational structure.
- c. Identify the four functions in the management process.
- d. Know the four essential leadership competencies.
- e. Understand the importance of dealing with politics.

Objective 2: Understand modern leadership and supervisory challenges.

- a. Understand globalization and cultural variables.
- b. Understand diversity in the workplace.
- c. Identify how technology is changing the supervisor’s job.
- d. Define ethics and relate the concepts to school organizations.

Objective 3: Identify the concepts of effective leadership.

- a. Define leadership and describe differences between a leader and a supervisor.
- b. Identify traits to become a successful leader.
- c. Define charisma.
- d. Differentiate between task-centered and people-centered leadership behaviors.
- e. Understand situational leadership.
- f. Compare and contrast leadership styles between men and women

STANDARD 2

Students will understand the importance of effective planning, decision-making, and control functions in an organization.

Objective 1: Know the importance of time management.

- a. Define time management
- b. Identify effective time management guidelines.
- c. Identify and compare effective meeting management tools.

Objective 2: Understand the importance and fundamentals of establishing goals.

- a. Define and identify the benefits of productivity.
- b. Describe how plans should link from the top to the bottom of the organization, utilizing the definitions of strategic and tactical planning.
- c. Describe Gantt and PERT charts.
- d. Identify components common to management by objective (MBO) programs.
- e. Discuss how rewards affect performance.

Objective 3: Understand how to design and implement controls in an organization.

- a. Identify the steps of the control process.
- b. Identify and compare three types of control; preventative, concurrent, and corrective.
- c. Identify areas of control; costs, inventories, quality, safety, and employees.
- d. Define just-in-time (JIT) inventory system.
- e. Understand potential negatives that controls can create.

Objective 4: Understand the fundamentals of problem-solving and decision-making.

- a. Identify the steps of the decision-making process.
- b. Know four types of decision-making styles; analytical, conceptual, creative, and behavioral.
- c. Discuss three different ethical viewpoints; utilitarian, rights, and justice.
- d. Compare advantages and disadvantages of group versus individual decision-making.

STANDARD 3

Students will understand how to stimulate individual and group performance in an organization.

Objective 1: Understand the value and methods of appraising performance of others in an organization.

- a. Describe the purposes of performance appraisals.
- b. Identify three evaluation sources; supervisor, peers or team members, and self-evaluation.
- c. Differentiate formal and informal performance appraisals.
- d. Categorize the three most popular sets of criteria used for evaluation; absolute standards, relative standards, and objectives.
- e. Determine human errors that can distort performance appraisal ratings.

Objective 2: Identify methods to motivate members of an organization.

- a. Define motivation.
- b. Identify early theories of motivation.
- c. Identify relationships in the expectancy theory that determine an individual's level of effort.
- d. Discuss actions to maximize motivation in student organizations and school-wide.